DOCUMENT RESUME

ED 100 881 95 SP 008 803

AUTHOR Ward, G. Robert, Comp.; Borgers, Sherry B., Comp.
TITLE Effective Problem Solving. Affective 10.0.
INSTITUTION Houston Univ., Tex. Coll. of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
NOTE 13p.; For related documents, see SP 008 804-806

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Affective Behavior; Performance Based Teacher Education; Problems; *Problem Solving; *Teacher Attitudes; *Teacher Education; Teachers

ABSTRACT

This competency-based teacher education module is designed so that the participant can become more effective in solving his or her problems by working through four stages. The four stages are: (a) verbally state your problem; (b) restate your problem and determine how you are involved in the problem; (c) restate your problem and emphasize your feelings and reactions; and (d) restate your problem and indicate ways in which you contribute to the situation. The module states the terminal objective, describes specified activities, and indicates postassessment procedures. Appendix A is an answer sheet to be used in the four steps. (JA)

T.C. 76

Competency-Based Teacher Education

BEST COPY AVAILABLE

Southwest Teacher Corps Technical Assistance Center

College of Education
University of Houston
Houston, Texas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED 1[illegible]

SP008 803

EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 76
FOR INSPECTION ONLY

AFFECTIVE

10.0

Effective Problem Solving

Compiled by:

G. Robert Ward

Sherry B. Borgers

University of Houston

AFFECTIVE 10

I. IDENTIFIERS

A. Module Name:

Effective Problem Solving

B. Compiled by:

1. G. Robert Ward

2. Sherry B. Borgers

C. Area:

Affective

D. Number:

10

II. PROSPECTUS

A. Rationale:

In life there are times when problems arise. These problems sometimes arise because of personal conflicts, irritations, misunderstandings, or interpersonal conflicts. Whenever this happens the effective teaching and learning process is impaired, and the result is a decrease in productive activity. Therefore, it becomes important for you as a person to be able to resolve these problems which may confront you in the classroom.

B. Purpose:

This module is designed so that you can become more effective in solving your problems by working through four stages.

C. Overview of Module:

1. Contact the instructor and set a time for a two hour meeting. This may be an individual or a group activity.
2. Participate in:
   a. Stages of Effective Problem Solving, and
   b. Summary.

D. Terminal Objective:

This module is exploratory in nature. After you have completed the module, you will have worked through four stages of effective problem solving. You will have stated your problem, your involvement, your feelings and reactions, and your contributions to the problem.

E. How to Complete Module:

Throughout this module you will work with the instructor.

III. PREREQUISITES:

None

IV. ENABLING OBJECTIVES:

None

V. PRE-ASSESSMENT:

None

VI. ACTIVITIES:

A. General Instructions:

These activities provide an opportunity for you to work with your instructor in solving a problem. Whether

these activities have meaning or whether they are just another task depends on you and how much of yourself you invest in the activities.

> If you have questions, if you have concerns, or if a particular task seems to be difficult for you, please contact the instructor. Remember to complete the module as honestly as possible so that you can gain the maximum benefit from the suggested activities.

B. Specific Activities:

10.1 Contact the instructor and set a time for a two hour meeting. This may be an individual or a group activity.

10.2 Participate in the activities:

a. States of Effective Problem Solving:

You are asked to select a problem that you think may be giving you some difficulty. After you have identified a problem you are to consider the following questions:

Is the problem important to you?

Are you personally involved in the problem?

What are your feelings and reactions to the problem?

How do you contribute to the problem?

After you have considered the above four questions, the instructor will ask you to verbally state a problem that you have been having. If there is more than one person,

as the instructor works with the first person attempting to help him progress through the four stages of effective problem solving, all of the other group members are to silently work with the given problem. Each group member is to have a turn at verbally working through the four stages of effective problem solving. The following examples are given so that you can better understand the four stages of effective problem solving.

1. Verbally state your problem.

   If you think about your problem as something that is wrong in general and is not related to you personally, then you are thinking in stage one. However, if you think how you are involved in the problem, then you are thinking in stage two.

   Examples of stage one and stage two:

   Stage One

   The student is disobedient too often.

   Stage Two

   The student disobeys me too often.

In stage one the student is disobedient whereas in stage two the student disobeys you. If your problem is stated in stage one, you have not described the problem involving yourself. You can progress to stage two by restating the problem in terms of how you are involved. You can do this by determining how this is a problem to you.

2. Restate your problem and determine how you are involved in the problem.

Now think again about your problem as you have restated it. If you have indicated how your problem is a concern to you but have not indicated how you feel and react to the situation, you are thinking in stage two. If you restated your problem indicating your feelings and reactions, then you are thinking in stage three.

Examples of stage two and stage three:

Stage Two

The student disobeys me too often.

Stage Three

The student disobeys me too often, and this usually rattles me so I

cannot concentrate on what I am doing or attend to the other students. I also become annoyed at him for not obeying me.

In stage two you have indicated your involvement with your problem whereas in stage three you have indicated your involvement plus how you feel and react. Again think about how you have stated your problem; if you have not indicated how you feel and react, then you need to restate your problem emphasizing your feelings and reactions.

3. Restate your problem and emphasize your feelings and reactions.

Think again about your problem as you have restated it emphasizing your feelings and reactions. If you have indicated your problem as it concerns you and have included your feelings and reactions but have not recognized the ways in which your behavior adds to the problem, you are thinking in stage three and not in stage four. However, if your statement includes recognition of how you help to create or continue your problem, then you are thinking in stage four.

Examples of stage three and stage four:

Stage Three

The student disobeys me too often, and this rattles me so I cannot concentrate on what I am doing or attend to the other students. I also become annoyed at him for not obeying me.

Stage Four

The student disobeys me too often, and this usually rattles me so I cannot concentrate on what I am doing or attend to the other students. I also become annoyed at him for not obeying me. My feelings about his disobedience keep me on edge so that I am more likely to ignore him. Also, he probably does not know the effect his disobedience has on me because I have never directly talked to him about the problem.

Thinking about how you have now restated your problem, ask yourself whether you have fully explored your contribution to your problem in identifying the things you do or neglect to do.

4. Restate your problem and indicate ways in which you contribute to the situation.

When you have gone through stages one to four in thinking about your problem, you may find that you have a more advantageous and comprehensible perception of your problem. You may also find that some of your feelings about the problem have changed or are beginning to change

b. Summary:

After you have participated in the above activity, discuss your understanding of and your feelings about the problem.

VII. POST-ASSESSMENT:

Identify a problem that you have. After you have identified a problem, proceed through the four stages of effective problem solving. See Appendix A for answer sheet. When you have completed the stages, submit the answer sheet to the instructor.

APPENDIX A

ANSWER SHEET

I. State the Problem._____

_____

_____

_____

_____

II. Restate the problem and include your involvement.

_____

_____

_____

_____

III. Restate the problem and emphasize your feelings and reactions.

_____

_____

_____

_____

IV. Restate the problem and indicate ways in which you contribute to the problem.

_____

_____

_____

_____

V. Using what you have gained from the four stages of problem solving, again state the problem.

_____

_____

_____

_____